



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2009  
Code: 11331340  
SAU: Poland School Department  
School: Poland Community School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2009

Grade: 4

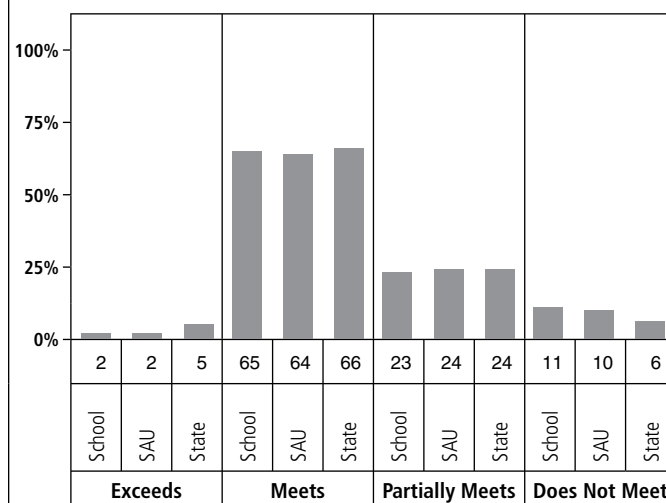
SAU: Poland School Department

School: Poland Community School

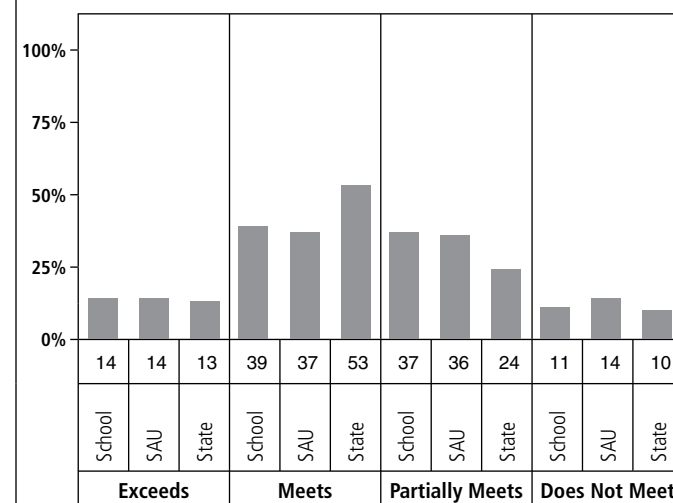
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	442	442	445
2007–2008	443	443	445
<b>2008–2009</b>	<b>444</b>	<b>444</b>	<b>446</b>
Cum. Avg.*	443	443	445
<b>Mathematics</b>			
2006–2007	440	440	445
2007–2008	447	447	445
<b>2008–2009</b>	<b>445</b>	<b>444</b>	<b>446</b>
Cum. Avg.*	444	443	445

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 4  
SAU: Poland School Department  
School: Poland Community School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	59	100	62	100	13805	100	58	100	61	100	13737	100	58	100	61	100	13746	100						
<b>Ethnicity</b> African American/Black	1	2	1	2	419	3	1	100	1	100	410	98	1	100	1	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	0	0	1	2	229	2	0	0	1	100	223	97	0	0	1	100	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	58	98	60	97	12883	93	57	100	59	100	12832	100	57	100	59	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	10	17	12	19	2383	17	10	100	12	100	2366	100	10	100	12	100	2364	99						
<b>Current LEP</b>	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
<b>Economically disadvantaged</b>	23	39	25	40	5819	42	22	100	24	100	5782	99	22	100	24	100	5788	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	38	64	38	61	10439	76	38	64	38	61	10471	76						
Identified disability (PET/IEP)	2	5	2	5	351	3	2	5	2	5	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
<b>Participation with accommodations</b>	19	32	21	34	3142	23	19	32	21	34	3138	23						
Identified disability (PET/IEP)	7	37	8	38	1860	59	7	37	8	38	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	1	5	1	5	71	2	1	5	1	5	73	2						
Other	11	58	12	57	1060	34	11	58	12	57	1043	33						
<b>Participation through alternate assessment (PAAP)</b>	1	2	2	3	155	1	1	2	2	3	137	1						
Identified disability (PET/IEP)	1	100	2	100	155	100	1	100	2	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	1	0												
<b>Approved non-participation – special consideration</b>	1	2	1	2	11	0	1	2	1	2	11	0						
<b>Non-participation – other</b>	0	0	0	0	57	0	0	0	0	0	48	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Poland School Department  
School: Poland Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	2	3	2	3	507	4
	2007-2008	1	2	1	2	559	4
	<b>2008-2009</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>672</b>	<b>5</b>
	Cum. Total*	4	2	4	2	1738	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	39	51	40	52	8749	63
	2007-2008	31	48	31	48	8308	59
	<b>2008-2009</b>	<b>37</b>	<b>65</b>	<b>38</b>	<b>64</b>	<b>8917</b>	<b>66</b>
	Cum. Total*	107	54	109	55	25974	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	24	32	24	31	3467	25
	2007-2008	26	41	26	41	3922	28
	<b>2008-2009</b>	<b>13</b>	<b>23</b>	<b>14</b>	<b>24</b>	<b>3241</b>	<b>24</b>
	Cum. Total*	63	32	64	32	10630	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	11	14	11	14	1165	8
	2007-2008	6	9	6	9	1264	9
	<b>2008-2009</b>	<b>6</b>	<b>11</b>	<b>6</b>	<b>10</b>	<b>751</b>	<b>6</b>
	Cum. Total*	23	12	23	12	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Reading Total Points</b>	<b>48</b>	<b>100</b>	29.7	61.9	29.6	61.7	31.6	65.8
<b>A1/A2 Interconnected Elements/Literary Text</b>	<b>24</b>	<b>50</b>	15.0	62.5	14.9	62.1	16.1	67.1
<b>A1/A3 Interconnected Elements/Informational Text</b>	<b>24</b>	<b>50</b>	14.7	61.3	14.7	61.3	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: Poland School Department  
 School: Poland Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	57	1	2	37	65	13	23	6	11	444	59	2	64	24	10	444	13581	5	66	24	6	446
<b>Ethnicity</b>																						
African American/Black	1										1						408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	0										0						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	56	1	2	36	64	13	23	6	11	444	58	2	64	24	10	443	12684	5	66	24	5	446
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	4	44	2	22	3	33	436	10	0	50	20	30	437	2211	1	39	42	18	439
No	48	1	2	33	69	11	23	3	6	445	49	2	67	24	6	445	11370	6	71	20	3	448
<b>Current LEP</b>																						
Yes	0										0						357	3	42	36	19	440
No	57	1	2	37	65	13	23	6	11	444	59	2	64	24	10	444	13224	5	66	24	5	446
<b>Economically disadvantaged</b>																						
Yes	21	0	0	13	62	4	19	4	19	441	22	0	59	23	18	441	5677	2	57	32	9	443
No	36	1	3	24	67	9	25	2	6	445	37	3	68	24	5	445	7904	7	72	18	3	448
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	445
No	57	1	2	37	65	13	23	6	11	444	59	2	64	24	10	444	13575	5	66	24	6	446
<b>Gender</b>																						
Female	35	1	3	24	69	7	20	3	9	445	35	3	69	20	9	445	6580	7	68	21	5	448
Male	22	0	0	13	59	6	27	3	14	441	24	0	58	29	13	441	7001	3	64	27	6	445
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	16	0	0	8	50	5	31	3	19	439	16	0	50	31	19	439	2127	1	48	42	9	441
No	41	1	2	29	71	8	20	3	7	446	43	2	70	21	7	445	11454	6	69	20	5	447
<b>Gifted/talented program</b>																						
Yes	3										3						324	27	72	1	0	458
No	54	0	0	35	65	13	24	6	11	443	56	0	64	25	11	443	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Poland School Department

School: Poland Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	446	5	0	67	33	0	441	4	2	45	36	17	441
B. less than one hour	88	1	2	34	69	10	20	4	8	445	84	2	69	20	8	445	75	5	67	23	4	447
C. one to two hours	11	0	0	2	33	3	50	1	17	437	10	0	33	50	17	437	18	5	67	23	5	447
D. more than two hours	0										0						2	3	45	36	16	442
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	47	1	4	20	77	5	19	0	0	448	46	4	77	19	0	448	40	8	71	17	4	449
B. good	35	0	0	12	63	4	21	3	16	443	35	0	65	20	15	443	45	3	66	25	5	446
C. fair	13	0	0	3	43	3	43	1	14	438	12	0	43	43	14	438	13	1	54	35	10	442
D. poor	5	0	0	2	67	1	33	0	0	447	7	0	50	50	0	444	2	0	39	42	19	439
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	20	1	9	8	73	2	18	0	0	447	21	8	75	17	0	447	31	8	69	19	4	448
B. They match some of what I have learned.	54	0	0	20	67	6	20	4	13	444	52	0	67	20	13	444	53	4	68	23	4	447
C. They match just a little of what I have learned.	20	0	0	5	45	5	45	1	9	441	19	0	45	45	9	441	11	2	54	35	10	442
D. There is no match.	7	0	0	4	100	0	0	0	0	445	9	0	80	20	0	443	4	1	39	40	20	439
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	14	0	0	3	38	3	38	2	25	440	14	0	38	38	25	440	19	4	54	31	11	443
B. about the same as my regular schoolwork	55	0	0	21	68	7	23	3	10	443	57	0	67	24	9	443	63	6	69	22	4	447
C. easier than my regular schoolwork	30	1	6	13	76	3	18	0	0	448	29	6	76	18	0	448	18	4	68	23	5	446
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	7	0	0	1	25	1	25	2	50	434	9	0	20	40	40	434	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	55	1	3	20	65	8	26	2	6	444	53	3	65	26	6	444	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	38	0	0	16	76	4	19	1	5	447	38	0	77	18	5	447	35	9	72	16	3	449
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	21	1	8	8	67	2	17	1	8	448	22	8	69	15	8	448	21	8	68	19	5	448
B. 20 minutes to an hour	45	0	0	18	72	5	20	2	8	444	43	0	72	20	8	444	55	5	70	21	4	447
C. less than 20 minutes	23	0	0	7	54	5	38	1	8	442	24	0	50	43	7	441	13	2	57	33	8	443
D. I rarely read at home.	11	0	0	4	67	1	17	1	17	440	10	0	67	17	17	440	11	1	51	37	11	442
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	31	0	0	11	65	5	29	1	6	443	33	0	67	28	6	443	25	3	59	30	8	444
B. six to ten pages	22	1	8	6	50	4	33	1	8	443	22	8	50	33	8	443	24	4	64	26	6	445
C. eleven or more pages	46	0	0	19	76	3	12	3	12	445	45	0	76	12	12	445	51	7	70	20	4	448
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	25	0	0	0	0	0	0	1	100	412	25	0	0	0	100	412						
C.	50	0	0	1	50	1	50	0	0	439	50	0	50	50	0	439						
D.	25	0	0	1	100	0	0	0	0	446	25	0	100	0	0	446						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Poland School Department  
School: Poland Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	1	1	1	1	1054	8
	2007-2008	10	16	10	16	1321	9
	<b>2008-2009</b>	<b>8</b>	<b>14</b>	<b>8</b>	<b>14</b>	<b>1712</b>	<b>13</b>
	Cum. Total*	19	10	19	10	4087	10
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	37	49	38	49	7394	53
	2007-2008	32	50	32	50	7079	51
	<b>2008-2009</b>	<b>22</b>	<b>39</b>	<b>22</b>	<b>37</b>	<b>7270</b>	<b>53</b>
	Cum. Total*	91	46	92	46	21743	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	24	32	24	31	3729	27
	2007-2008	17	27	17	27	3955	28
	<b>2008-2009</b>	<b>21</b>	<b>37</b>	<b>21</b>	<b>36</b>	<b>3219</b>	<b>24</b>
	Cum. Total*	62	31	62	31	10903	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	14	18	14	18	1735	12
	2007-2008	5	8	5	8	1642	12
	<b>2008-2009</b>	<b>6</b>	<b>11</b>	<b>8</b>	<b>14</b>	<b>1408</b>	<b>10</b>
	Cum. Total*	25	13	27	14	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	30.0	62.5	29.5	61.5	30.8	64.2
<b>A. Number</b>	<b>20</b>	<b>42</b>	12.5	62.5	12.3	61.5	12.5	62.5
<b>B. Data</b>	<b>8</b>	<b>17</b>	4.7	58.8	4.7	58.8	5.3	66.3
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	6.5	65.0	6.4	64.0	6.5	65.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	6.2	62.0	6.1	61.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: Poland School Department  
 School: Poland Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	57	8	14	22	39	21	37	6	11	445	59	14	37	36	14	444	13609	13	53	24	10	446
<b>Ethnicity</b>																						
African American/Black	1										1						415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	0										0						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	56	7	13	22	39	21	38	6	11	444	58	12	38	36	14	444	12699	13	54	23	10	447
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	2	22	4	44	3	33	431	10	0	20	40	40	430	2227	3	34	33	30	437
No	48	8	17	20	42	17	35	3	6	448	49	16	41	35	8	447	11382	14	57	22	7	448
<b>Current LEP</b>																						
Yes	0										0						370	7	35	31	27	439
No	57	8	14	22	39	21	37	6	11	445	59	14	37	36	14	444	13239	13	54	23	10	447
<b>Economically disadvantaged</b>																						
Yes	21	2	10	6	29	8	38	5	24	439	22	9	27	36	27	437	5704	6	48	30	16	442
No	36	6	17	16	44	13	36	1	3	449	37	16	43	35	5	448	7905	18	57	19	6	450
<b>Migrant</b>																						
Yes	0										0						6	17	33	50	0	448
No	57	8	14	22	39	21	37	6	11	445	59	14	37	36	14	444	13603	13	53	24	10	446
<b>Gender</b>																						
Female	35	4	11	12	34	16	46	3	9	445	35	11	34	46	9	445	6591	12	54	24	11	446
Male	22	4	18	10	45	5	23	3	14	446	24	17	42	21	21	444	7018	13	53	24	10	447
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	16	1	6	3	19	10	63	2	13	440	16	6	19	63	13	440	2131	3	41	38	18	440
No	41	7	17	19	46	11	27	4	10	447	43	16	44	26	14	446	11478	14	56	21	9	448
<b>Gifted/talented program</b>																						
Yes	3										3						324	64	34	2	0	464
No	54	6	11	21	39	21	39	6	11	444	56	11	38	38	14	443	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Poland School Department

School: Poland Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	0	0	1	100	422	5	0	0	0	100	420	4	4	37	30	28	438
B. less than one hour	88	7	14	21	43	18	37	3	6	446	84	14	43	37	6	446	75	13	55	23	9	447
C. one to two hours	11	1	17	1	17	3	50	1	17	445	10	17	17	50	17	445	18	12	54	24	10	446
D. more than two hours	0										0						2	7	39	29	25	440
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	27	6	40	5	33	4	27	0	0	455	29	35	29	24	12	451	37	22	56	16	7	451
B. good	38	1	5	12	57	7	33	1	5	446	36	5	57	33	5	446	45	9	56	25	9	446
C. fair	32	1	6	5	28	9	50	3	17	439	31	6	28	50	17	439	14	3	46	34	17	440
D. poor	4	0	0	0	0	1	50	1	50	431	3	0	0	50	50	431	3	2	33	35	29	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	33	3	17	8	44	5	28	2	11	446	33	16	42	26	16	445	35	19	56	19	7	450
B. They match some of what I have learned.	51	5	18	10	36	12	43	1	4	448	51	17	34	41	7	446	51	11	56	25	8	446
C. They match just a little of what I have learned.	11	0	0	2	33	3	50	1	17	439	11	0	33	50	17	439	10	5	43	31	21	440
D. There is no match.	5	0	0	1	33	1	33	1	33	437	5	0	33	33	33	437	4	3	26	33	37	434
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	16	0	0	0	0	5	56	4	44	429	16	0	0	56	44	429	17	5	44	31	20	441
B. about the same as my regular schoolwork	62	4	12	16	47	14	41	0	0	448	61	11	46	40	3	447	62	13	57	23	7	448
C. easier than my regular schoolwork	22	4	33	6	50	1	8	1	8	454	23	31	46	8	15	451	21	18	53	19	10	449
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	9	0	0	0	0	2	40	3	60	426	9	0	0	40	60	426	7	6	36	32	27	438
B. 30–45 minutes	27	1	7	10	67	4	27	0	0	448	29	6	59	24	12	445	25	7	52	28	12	444
C. 45–60 minutes	57	7	22	12	38	12	38	1	3	450	55	22	38	38	3	450	38	14	56	22	8	448
D. more than 60 minutes	7	0	0	0	0	3	75	1	25	432	7	0	0	75	25	432	30	18	56	19	7	449
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	4	0	0	0	0	1	50	1	50	420	4	0	0	50	50	420	3	4	36	31	28	438
B. two or three days a week	9	1	20	3	60	1	20	0	0	450	9	20	60	20	0	450	12	13	51	26	10	446
C. two or three times each month	13	2	29	1	14	2	29	2	29	447	12	29	14	29	29	447	32	15	58	20	7	449
D. never or almost never	75	4	10	18	44	17	41	2	5	446	75	9	42	40	9	445	53	11	53	25	11	446
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	25	1	7	5	36	6	43	2	14	442	24	7	36	43	14	442	26	12	50	25	13	445
B. two or three days a week	29	0	0	11	69	4	25	1	6	445	28	0	69	25	6	445	32	14	57	21	7	448
C. two or three times each month	30	6	35	3	18	7	41	1	6	450	29	35	18	41	6	450	26	13	56	22	8	448
D. never or almost never	16	1	11	3	33	4	44	1	11	444	19	9	27	36	27	439	17	9	50	27	13	444
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	25	0	0	0	0	0	0	1	100	428	25	0	0	0	100	428						
C.	50	0	0	0	0	2	100	0	0	436	50	0	0	100	0	436						
D.	25	0	0	0	0	0	0	1	100	422	25	0	0	0	100	422						